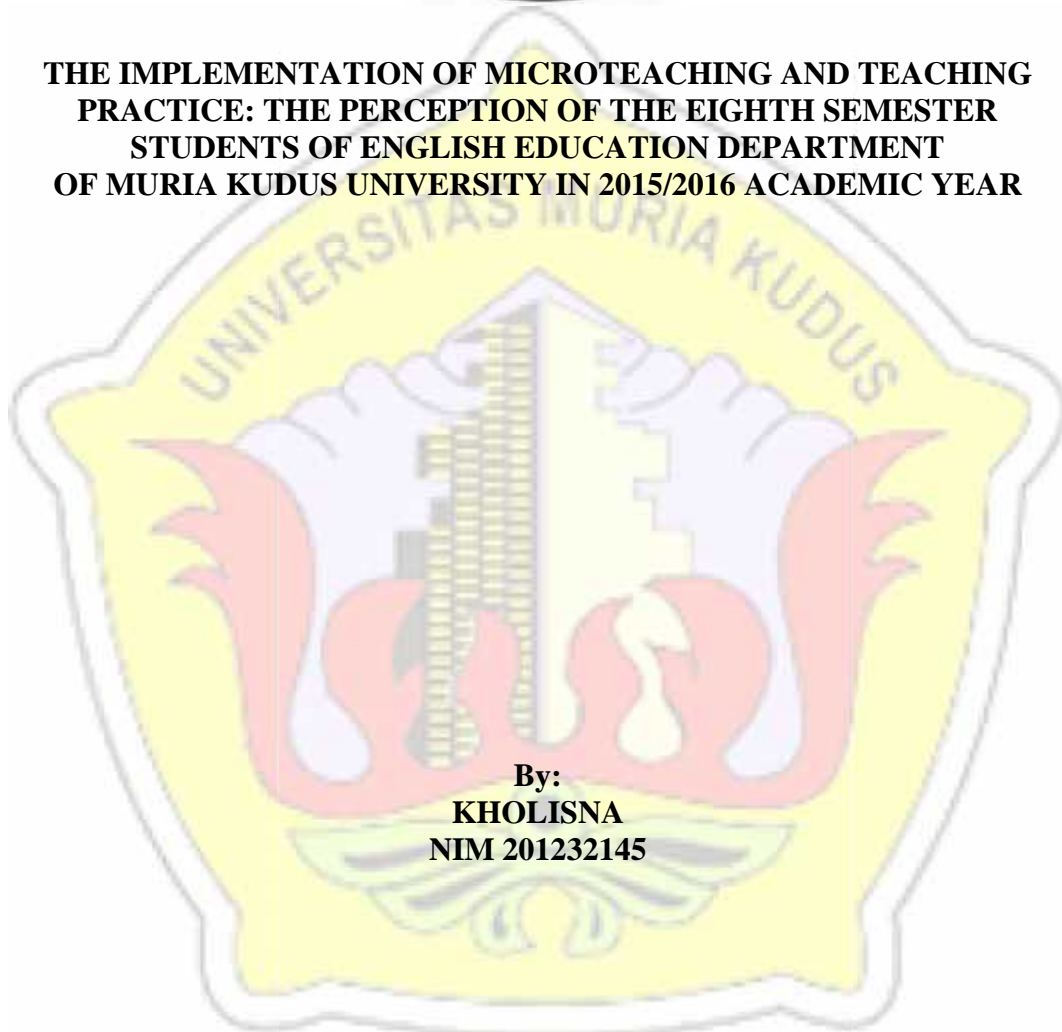




**THE IMPLEMENTATION OF MICROTEACHING AND TEACHING
PRACTICE: THE PERCEPTION OF THE EIGHTH SEMESTER
STUDENTS OF ENGLISH EDUCATION DEPARTMENT
OF MURIA KUDUS UNIVERSITY IN 2015/2016 ACADEMIC YEAR**



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MURIA KUDUS UNIVERSITY
2016**



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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing
The Sarjana Program in English Education**

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2016**

MOTTO AND DEDICATION

MOTTO:

- No pain no gain.
- Never say never you will don't know before you try it. So, trust yourself you can do it.

DEDICATIONS:

This skripsi is dedicated to:

1. Her beloved parents who always pray her.
2. Her beloved new family who always pray and support her.
3. Her beloved best friend who always accompany her.
4. Her beloved man who always encourages her.
5. All of her friends in English Education Department in 2012 academic year

ADVISOR'S APPROVAL

This is to certify that the *Skripsi* of kholisna (201232145) has been approved by the skripsi advisors for further approval by the Examining Committee.

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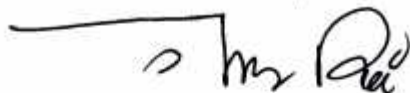
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Alhamdulillahirobbil'alamiin, first of all, overwhelming praise and gratitude to God Allah S.W.T, who has given His mercies and blessing, so the writer can finish this research entitled “ The Implementation of Microteaching And Teaching Practice: The Perception of The Eighth Semester Students of English Education Department of Muria Kudus University In 2015/2016 Academic Year.

Sholawat and salam may be given to prophet Muhammad SAW who has taken all human being from darkness to the lightness.

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The writer do expects that it will be useful for those especially for the writer herself and who are in the field of education.

Kudus, 12th August 2016

The writer,

Kholisna

ABSTRAK

Kholisna, 2016. *Pelaksanaan Microteaching dan Praktik Mengajar: Persepsi Mahasiswa Semester Delapan dari Program Jurusan Pendidikan Bahasa Inggris Universitas Muria Kudus Tahun Ajaran 2015/2016*. Skripsi. Program Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Rismiyanto, S.S, M.Pd. (2) Nuraeningsih, S.Pd, M.Pd.

Katakunci: Persepsi, Microteaching, Dampak, Praktek Mengajar.

Microteaching adalah salah satu mata pelajaran penting yang sangat berguna untuk calon guru. Hal ini dapat membantu mereka dalam mempersiapkan semua kebutuhan sebelum praktik mengajar sehingga mereka lebih siap untuk praktik mengajar. Ada beberapa mahasiswa mengalami masalah ketika mereka praktik mengajar di semester sebelumnya. Hal ini dapat disimpulkan bahwa mahasiswa kurang termotivasi ketika bergabung di microteaching.

Penelitian ini bertujuan untuk mendeskripsikan persepsi mahasiswa pada microteaching dan menggambarkan mahasiswa memberi persepsi tentang dampak microteaching untuk praktek mengajar mereka.

Dalam penelitian ini penulis menggunakan desain penelitian kualitatif dan data dari penelitian ini adalah persepsi mahasiswa tentang microteaching dan dampak microteaching untuk praktek mengajar mereka, sedangkan sumber data adalah mahasiswa semester delapan program jurusan pendidikan bahasa Inggris universitas muria kudus tahun ajaran 2015/2016.

Hasil penelitian ini menunjukkan bahwa persepsi siswa tentang microteaching adalah **positif**. Sementara persepsi siswa tentang dampak dari microteaching untuk praktek mengajar adalah sebagai berikut: (1) Peningkatan Bahasa, Kinerja Bahasa dan Kepuasan Mata Kuliah, 174 setuju dan 6 tidak setuju, (2) Kompetensi Praktik Mengajar, Kegiatan Pengajaran dan Kesadaran, 137 setuju dan 9 tidak setuju, (3) Persiapan dan Manajemen Kelas, 85 setuju dan 5 tidak setuju, (4) Administrasi Pengajaran, 54 setuju dan 5 tidak setuju, (5) Sikap dan Pribadi, 32 setuju dan 87 tidak setuju. Dapat disimpulkan bahwa persepsi mahasiswa tentang dampak microteaching untuk praktek mengajar mereka adalah **positif**.

Berdasarkan hasil di atas, penulis menyimpulkan bahwa persepsi mahasiswa semester delapan tentang microteaching dan dampak microteaching adalah **positif**. Penulis juga menyarankan: (1) Dosen harus menyediakan kelas yang banyak dan memberi lebih banyak waktu untuk berlatih, (2) kepala program jurusan bahasa Inggris menyusun kembali dosen yang lebih siap untuk mengajar microteaching agar lebih profesional, jelas dan disiplin ketika mengajar, (3) siswa harus meningkatkan motivasi untuk mempelajari beberapa strategi atau teknik pengajaran bahasa Inggris untuk menghindari kebosanan kelas, (4) peneliti selanjutnya harus mengembangkan dan dapat melakukan penelitian baru tentang kasus yang sama dengan masalah berikut setelah penelitian ini.

ABSTRACT

Kholisna, 2016. *The Implementation of Microteaching and Teaching Practice: The Perception of the Eighth Semester Students of English Education Department of Muria Kudus University in 2015/2016 Academic Year*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Rismiyanto, S.S, M.Pd. (2) Nuraeningsih, S.Pd, M.Pd.

Key words: Perception, Microteaching, Impact, Teaching Practice.

Microteaching is one of the important subjects that very useful for the candidate of teacher. It can help them develop the skill in preparing some provisions before teaching practice so they will more ready to teach practice. The fact there are some students faced the problem when they were teaching practice in previous semester. It concludes that the students less motivate in joining microteaching class.

This research aims to describe eighth semester students gave a perception of microteaching class existences and also describes the eighth semester students gave a perception of the impact microteaching for their teaching practice.

In this research the writer uses qualitative research design and the data of the research is the perception of the students about microteaching class and the impact of microteaching for their teaching practice, while the data source is the eighth semester students of English Education Department of Muria Kudus University in 2015/2016 academic year.

The result of this research shows that the students' perception about microteaching is **positive**. While students' perception about the impact of microteaching for teaching practice generally shows as follows: (1) Language Improvement, Language Performance and Course Satisfaction, 174 votes agreed and 6 votes disagreed, (2) Teaching Practice Competence, Teaching Activities and Awareness, 137 votes agreed and 9 disagreed, (3) Preparation And Classroom Management, 85 votes agreed and 5 votes disagreed, (4) Administration of Teaching, 54 votes agreed and 5 votes disagreed, (5) Attitude and Personal feeling, 32 votes agreed and 87 votes disagreed. It concludes that the perception of the students about the impact of microteaching to their teaching practice is **positive**.

Based on the result above, the writer concludes that the perception of the eighth semester students about microteaching and the impact of microteaching are **positive**. The writer also gives suggestion for: (1) the lectures should make more available class and gives more time to practice, (2) the head of English department should rearrange the lecture who is more ready to teach in microteaching class in order to be more professional, distinct and discipline when they taught., (3) the students should increase their motivation to learn some strategy or techniques of English teaching to avoid a boredom classroom, (4) the next researcher should develop and conduct the new research about the same case with the following issue after this research.

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